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AUTHOR Friedman, Sandra; Collier, Julie
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ABSTRACT

This guide is designed for new volunteers and tutors giving English-as-a-Second-Language (ESL) instruction to limited-English-proficient (LEP) individuals in the United States. An introductory section looks briefly at the demography of LEP populations and the urgency of ESL learning. Five chapters follow. The first offers basic guidelines in planning the content and organization of lessons and includes a sample lesson plan. The second chapter encourages awareness of cultural and ethnicity issues in the classroom and makes specific recommendations for teacher behavior. Chapter three suggests lesson topics to facilitate learners' acculturation, and contains a sample lesson on telephone usage instruction. The fourth chapter contains sample lessons on cultural diversity, holidays and celebrations, filling out employment applications, calling for information, using the local newspaper, and other lesson ideas appropriate for any group. The fifth chapter contains a glossary, a listing of print and organizational resources, and a bibliography. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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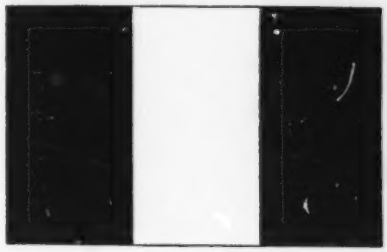

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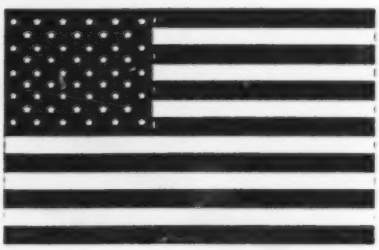
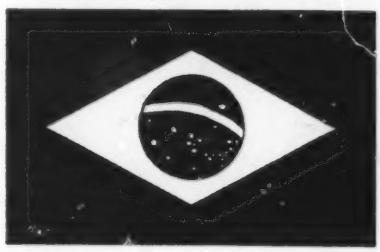

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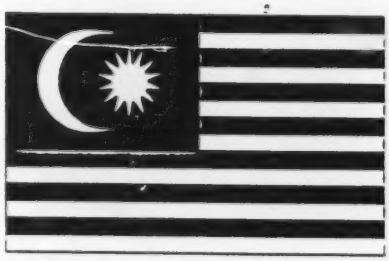

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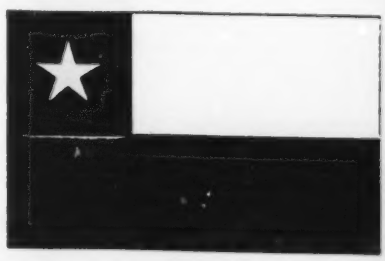

Contact Brent H. Gubler (801) 538-7844 for more information

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NEW BEGINNINGS...
An Introductory Teaching Manual for Non-Professional ESL Volunteers & Tutors

Researched and Written by
Sondra Friedman, VISTA, Utah State Office of Education, Adult Education Services
And Julie Collier, VISTA

UTAH STATE OFFICE OF EDUCATION

Scott W. Bean
State Superintendent of Public Instruction

Utah State Office of Applied Technology Education

Bruce T. Griffin, Associate Superintendent
Robert O. Brems, State Director, Applied Technology Education
Brent H. Gubler, Specialist, Adult Education Services

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Introduction

Working with an ESL (English as Second Language) or LEP (Limited English Proficiency) adult can be one of the most rewarding experiences. As a tutor, volunteer, or instructor, you can provide instruction and cultural guidance for your student. In return, your student will expose you to a whole new world of ideas, traditions, and cultural concepts. Reciprocity is a key factor in adult ESL--the more balanced the relationship, the easier the exchange of information.

ESL instruction is a unique educational situation. For the student, there is an extreme urgency to learn; in most cases, they are learning English to survive. As for the tutor, she is a natural teacher because any level of communication can prove useful and instructional. With this in mind, we hope you will utilize this manual as a basic introductory resource book during your entry into the ESL experience.

WHY IS ESL IMPORTANT?

According to a report by the U.S. Department of Education, Office of Vocational and Adult Education, by the year 2000, an estimated **17.4 million** limited English proficient adults will be living in the U.S. Between now and the year 2000, **29%** of the labor force will be composed of immigrants--twice their current share. It is pertinent to remember that our nation was created and developed by and for immigrants. Today, as in all of history, people come to the U.S. from all parts of the world. It is our responsibility as ESL tutors and volunteers to facilitate their entry and expedite their adaptation and citizenship process quickly and effectively.

The nationality of immigrants varies through the years according to political, social, and/or economic circumstances. The U.S. Immigration and Naturalization Services reported that as of May, 1991, 70% of legalization applicants were from Mexico; 8% from El Salvador; 3% from Guatemala; 1.5% from Columbia; and 1% from the Phillipines, the Dominican Republic, Poland, Nicaragua, Haiti, Iran; and 12% are others. Immigrants from Central America, Mexico, Southeast Asia, and the Caribbean make up the majority of current ESL enrollees.

CHAPTER 1:

FIRST STARTING OUT

FIRST STARTING OUT - Introduction

In order to determine what we need to teach ESL learners, we need to know about them--their lives, their interests, and their goals. Certainly, the students are taking the class in order to learn English; however, the process through which the learning takes place will depend on a variety of factors: the students' backgrounds, their education, their personal and professional goals, and their learning styles. The tutor, in conjunction with the student/s, will have to decide how to help them learn English. If your student is already able to carry on a simple conversation in English, you have the advantage of being able to decide jointly. If your student is not able to express these things, then the decision lies to a greater degree on the tutor. Therefore, a practical goal for the first class is to find out more about the student's personality, learning approach, educational goals, and, in turn, to share with her/him a few things about yourself.

English language survival skills are necessary for everyday activities. First among them is personal identification. The student needs to be able to identify herself and give her home address in case of an emergency. The student also needs to become familiar with the forms of address that Americans use with each other. These forms differ greatly from other languages that have formal and informal equivalents of the English "you." Why not design the first class around personal identification? Using simple dialogue, the following lesson serves as an ice-breaker enccuraging students to speak with an immediate purpose in mind.

SAMPLE LESSON USING DIALOGUE

OBJECTIVE	Learn personal identification; learn about each other
MATERIALS	Written list of questions with blank spaces for answers
TECHNIQUE	1. Ask the following questions without reading them. 2. Explain their significance. 3. Allow student to practice asking you the questions as well as answering them. 4. Look at written list and help student fill in the blanks. 5. Review asking and answering them again.

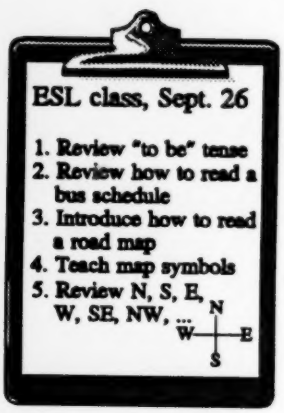
SAMPLE QUESTIONS: *What is your name?/ *What is your home country?/ *Where do you live now?/ *How old are you?/ *Where do you work?/ *What is your phone number?/ *Are you married?/ *What is your husband's name?/ *Do you have children?/ *What are your children's names?/ *Do you have sisters?/ *What are your sisters' names?/ *Do you have brothers?/ *What are your brothers' names?/ *Where do your sisters live?/ *Where do your brothers live? (List may be adapted).

Tips For Talking With ESL Students[1]

**Don't focus on the language; instead focus on the meaning of what is being said.*
**Anything that helps communication "goes."*
**Don't worry about errors.*
**Laugh a lot.*
**Try to be quiet. Wait at least 5 seconds after asking a question.*
**Teach your student how to ask questions.*
**Speak in a normal tone of voice.*
**Try rephrasing if a student doesn't understand.*
**Ask students what they have understood.*
**Don't be afraid to tell a student you don't understand them. Ask questions to clarify.*
**Go from known to unknown; simple to complex.*
**Focus on interests the student has.*

PLANNING A LESSON

Planning your lessons in advance is essential so that you do not lose sight of your instructional objectives. A written plan acts as a blueprint, providing a focus since a session will often stray from immediate teaching objectives. Due to a diversity of needs among students, you may have to digress from your initial teaching objective.


ESL class, Sept. 26
1. Review "to be" tense
2. Review how to read a bus schedule
3. Introduce how to read a road map
4. Teach map symbols
5. Review N, S, E, W, SE, NW, ...
N
W
E
S

A step-by-step, written lesson helps focus the session on what you want to accomplish and serves as a future instructional reference. Keeping records of your lessons will assist you in planning future lessons, measure the progress you have made, and serve as an idea file for future volunteers.

When planning a lesson you should consider the following:

1) ***Review previous material***: establish continuity from one session to the next and indicate whether previous material has been retained or forgotten by your student. The tutor can then decide whether more practice is necessary.

2) ***New material***: present in a way that is easily and clearly understood.

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[1]Adapted from the Asian Association of Utah's Prevention/Education Grant. Salt Lake City, UT. June, 1992.

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3) ***Ample practice or manipulation of the new material***: through drills or other exercises.

4) ***Free conversation***: provide an opportunity to practice the skill learned.

5) ***End each lesson with a review of the new material***: restate the objective of the lesson.

6) ***Build in "successes"***: by incorporating something that the student can master in each lesson. This will allow the student to feel a sense of accomplishment after every lesson.

7) ***Write down you own assessment***: immediately following each tutoring session; include what worked and what didn't work.

SAMPLE LESSON PLAN

PICTURE PAIRS[2]

OBJECTIVE	To practice descriptive speaking skills, clarification questions, and listening skills.
MATERIALS	Easily identifiable, high-interest pictures (e.g., a farm, home or street scene), blank paper, pencil, colored pencils or crayons.
TECHNIQUE	1. The student and tutor (or another student) sit back to back so that neither can see the picture or paper the other has. 2. The student has a picture that she describes to the tutor. Example: There is a man with a hat with a dog on the street. 3. The tutor (or other student) attempts to draw the picture as described asking clarification questions. Example: How old is the man? How big is the dog? What color is the man's hair? 4. After a certain amount of time, the student and tutor compare pictures, discuss any new vocabulary, and ask questions.

[2]Adapted from Tacoma Community House Training Project. Tutoring ESL: A Handbook for Volunteers. Washington State Department of Social and Health Services, Division of Refugee Assistance. Tacoma, WA. 1991.

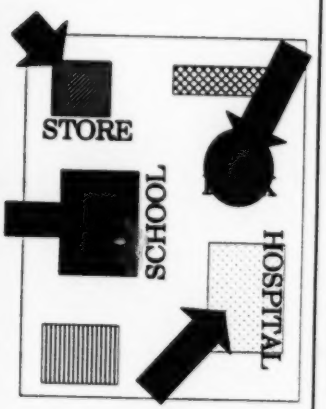
DAY TO DAY SURVIVAL SKILLS

Beyond personal identification, second language learners need survival communication skills for everyday activities such as using the bus or telephone. Here are some essential **DAY TO DAY SURVIVAL SKILLS** you might try and address early in your instruction:

1. **How to**: Ask for and be able to follow directions.
2. **Select** a store, look for specific items, and then figure out where to find the items.
3. **Give** instructions to service providers such as a babysitter, barber, mechanic, phone installer, plumber, or doctor.
4. **Describe** ailments and get medical treatment from a doctor or dentist.
5. **Use** local service providers such as banks, post offices, or libraries and access information from print materials such as the telephone book and the newspaper.
6. **Understand** food packaging, labeling, pricing and preparation instructions.
7. **Operate** the telephone and use the appropriate language.
8. **Ask**, give, and tell the time (read a clock).
9. **Call** 911 for emergency situations.
10. **Understand** prescriptions, drug labels, household cleaning products, poison control/caution paragraphs, etc.

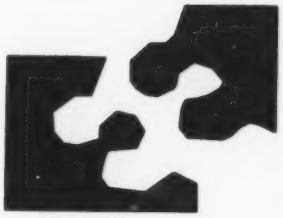
SAMPLE SURVIVAL LESSON: THE NEIGHBORHOOD MAP

OBJECTIVE	Practice asking for and receiving directions. Learn the names of community services and how to locate them.
MATERIALS	A simple drawing of a neighborhood including a police station, laundromat, health clinic, bank, bus station, post office, hospital, courthouse, pharmacy, school, supermarket, homes, library. (see drawing)
TECHNIQUE	1. Allow student(s) to study the map and read the names of places out loud. Make sure the student understands the meaning of the names. 2. Ask student(s) to locate specific places: Where is the hospital? Where is the library? Where is State Street? 3. Ask student(s) quantity questions: How many buildings are there? How many streets do you see? How many schools are there? How many supermarkets are there? 4. Ask students how to go from one building to another: I am at the library, how do I get to the bus station? Now I am at the hospital, how do I get to the supermarket? I am at school, how do I get to the post office? 5. This lesson can be used to teach prepositions as well, i.e. across from, next to, between, around the corner,etc.



CHAPTER 2:

PUTTING THE PIECES TOGETHER



PUTTING THE PIECES TOGETHER...

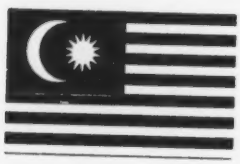
In ESL instruction, learning to communicate in English is not the only goal to bear in mind. Goals such as cultural adaptation, survival skills education, and awareness of community functions and services are of equal value. In order to achieve a broader range of success, the tutor should be attuned to the following variables in the classroom:

*EDUCATIONAL BACKGROUND
*SOCIO-ECONOMIC BACKGROUND
*AGE
*CULTURAL/ETHNIC BACKGROUND

FACTORING IN EDUCATION, SOCIO-ECONOMIC BACKGROUNDS & AGE...

Some students may be twenty years old, others fifty... One student may come from a very rural farming community; another may have been an urban factory worker; and another might have been a doctor in his/her home town unable to continue practicing. Some may or may not have finished college, high school, or even elementary school. If they did complete some schooling, their education might have been incomplete due to political, social or cultural circumstances. Others may come from a place where there is no written form of their language, the following are examples: Hmong (Southeast Asia); Haitian-Creole (Haiti); Mam and Cakchiquel (Central America); and Stranan (South America)).

Diversity is a key factor in the multi-dimensional classroom. A diverse student group can provoke curiosity and encourage communication within the classroom. By varying exercises and providing interactive lessons, you can heighten interest and accommodate different learning styles.* (Gugliemino 52) It is advisable to focus initially on speaking skills. Expose your student(s) to English orally; use natural speech and full sentences as often as possible; use visuals to explain what you are saying; find ways to encourage them to respond even if their pronunciation and grammar are incorrect.



HOW DO CULTURE & ETHNICITY AFFECT THE ESL PROCESS?

> *"Language is an agreement among human beings to communicate their thoughts, and for language to be understood it has to be placed in a cultural context. Language always reflects human nature, and it is created and changed by human beings and their cultures... Cultural understanding must be promoted in various ways so that students are prepared to understand, accept, and live harmoniously in the target language community."*[3]

"Cultural considerations" are integral to any given ESL situation. Learning to identify and adapt to cultural differences can be more difficult for the student than reading a sign or greeting a friend in English. During introductory lessons, it is important for the tutor to consider the following possible differences that both you and your student can encounter:

a. *Educational Background* - Did your student(s) complete high school? Did they ever learn to read? Were they instructed in the same style you or other students were?

b. *Family Structures* - What is the average size family in the home country of your student(s)? How important is the extended family? Are families matriarchal or patriarchal?

c. *Acceptable Social Behavior* - Is pointing considered rude? Is eye contact comfortable or uncomfortable? How do the students use body language?

d. *Daily Habits* - How do they eat? When do they go to sleep? What did they do in their free time in their home country? What do they do now in their free time?

e. *Traditional Social Values* - What are their religious backgrounds? What days are considered holidays? When do women get married? When do men get married?[4]

Remember: for both the ESL student and the ESL instructor it takes time to learn about and understand the other's culture. As a tutor/volunteer, be respective and receptive to the student's native culture; serve as a medium through which the student can better understand U.S. culture.

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[3]Valdes, Gabriel M. The Teaching of Culture in the ESL and Foreign Language Classes. Paper presented at the Annual Meeting of the University of South Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching. (6th, Tampa, FL). June, 1986.

[4]Adapted from Guglielmino, Lucy Madsen. Adult ESL Instruction: A Sourcebook. Lifelong Learning Books Teacher Resource Series. 1991.

RECOMMENDATIONS FOR TEACHING CULTURE[5]

1. Supplement any textbook with authentic materials from newspapers, magazines, and other mass media.
2. For homework, assign listening to the radio and watching television programs or reading from magazines and newspapers.
3. Use as many audio-visual aids as you can find.
4. Do not generalize very much about our culture, but rather present evidences and let your student arrive at his/her own conclusion.
5. Compare and contrast the student's culture with the U.S. culture to foster positive attitudes as the students learn to understand and accept the differences between cultures.

(SEE CHAPTER FOUR FOR SAMPLE LESSONS)

Gestures

Sometimes, what you see isn't what you said

The "Pinkie" Finger

In Puerto Rico, it means "skinny",
In Korea, Japan and Taiwan,
it means girlfriend, or mistress
It can also mean "Number 1"

The "OK" Sign

In the United States, it means "OK".
In Japan, it means money
In Korea, it is an obscenity
In many Latin cultures,
it is sexually suggestive

[5]Adapted from Valdes, Gabriel M. The Teaching of Culture in the ESL and Foreign Language Classes.

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CHAPTER 3:

REACHING OUT

REACHING OUT: WHY IS IT IMPORTANT?

ESL students, especially new immigrants and refugees, undergo many pressures as they struggle to assimilate into their new community. The process of adapting to a new culture, otherwise known as "acculturation," can be arduous. A tutor/volunteer can help alleviate part of the stress connected with acculturation simply by being informed of national efforts and community services available for their students.

WHAT NATIONAL EFFORTS ARE CURRENTLY EMPLOYED TO MEET IMMIGRANT NEEDS?

The following lists the most recent and expansive governmental attempts to meet immigrant (and refugee) needs:

a. The Immigration Reform and Control Act (IRCA) Established in 1986, the IRCA gives procedures by which undocumented immigrants, residing illegally in the U.S. continuously from before January 1, 1982, can become legal, permanent residents of the U.S.

b. The National Literacy Act of 1991 This is an amendment to the original Adult Education Act. It increases State dedication to ESL programs; prioritizes Adult Education training; and earmarks funds for Special Demonstration Projects (Section 353).

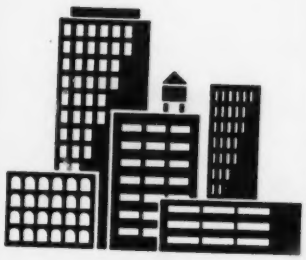
c. America 2000 Established in April 1991, America 2000 calls for a "nation of students" and promotes lifelong learning. Following five basic steps, America 2000 attempts to develop performance and proficiency standards; community-involved assessment and referral services; and federal leadership by example.

WHAT ROLE DO STATE GOVERNMENTS PLAY?

Every state has both a State Director of Adult Education and a Consultant for Adult ESL. The state supports Limited English Proficiency programs; bilingual vocational education; and provides Special Demonstration Grants, Section 353, and English Literacy Grants. The State Director of Adult Education and Consultant for ESL can be reached by contacting your State Department of Education.

HOW DO YOU ACCESS SERVICES IN YOUR COMMUNITY?

Here are some suggestions on how to access services in your community: always have a copy of the Yellow Pages on hand or nearby and use the government agency section and/or a community resource section; call (411) or (555-1212) for information; visit the Information Desk at the local library. Refer to the following chart for places to contact for assistance.

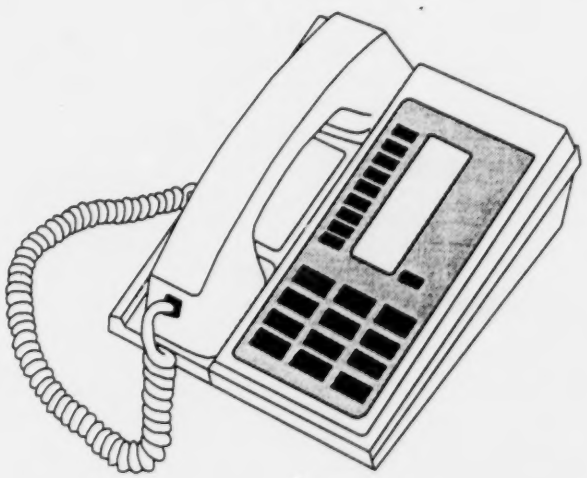


SERVICE PROVIDED	GOVERNMENT AGENCY; NON-PROFIT ORGANIZATION; OR COMMUNITY PROVIDER
Immigration Assistance	Immigration & Naturalization Services (INS); Resettlement Agency; Refugee Assistance; Immigration Assistance
Social Services	Social Services; United Way; Community Action Agency; Community Counseling Agency; Food Stamp Office; Social Security Office; Women's Crisis Center/Shelter; Alcoholics Anonymous; Human Services, Division of Family Services
Education Information	Adult & Community Education branch of local school district; Head Start; State Office of Education; Public Libraries; Applied Technology Centers (ATC); YMCA/YWCA; Literacy Volunteers of America
Health/ Emergency Assistance	Hospitals; American Red Cross; Emergency Assistance Center; Medicaid program; Mental Health Association; Planned Parenthood
Employment/ Job-Related Information	Vocational Education Dept. of the State Office of Education; Job Partnership Training Act (JTPA); Applied Technology Center (ATC); Department of Job Training; Job Services; Worker's Compensation office; Unemployment office; Private Industry Council (PIC)
Housing Assistance	Center for Independent Living; Community Action Agency; Habitat for Humanity; local Housing Authority;
Legal Aid	Immigration & Naturalization Services (INS); Legal Aid Society; Legal Services, Inc.; American Civil Liberties Union (ACLU)
Senior Citizen Assistance	Federal ACTION Bureau - Senior Companion Program/RRVP; Aging and Adult Services; American Association of Retired Persons (AARP); Center for Independent Living; Easter Seal Services

SAMPLE LESSON ON ACCESSING COMMUNITY RESOURCES
(See Chapter 4 for other lessons)

USING THE TELEPHONE BOOK

OBJECTIVE	Access local services and legal information. Increase student's knowledge and awareness of local services/resources and community information.
MATERIALS	Telephone book with Yellow Pages for each student or pair.
TECHNIQUE	1. Point out the Table of Contents. 2. Point out emergency numbers, government and community resource listings, city and street maps, and transportation and recreation guides. 3. Have student(s) look up specific information, such as: a. Addresses of 2 hospitals b. Names and addresses of 3 physicians c. Phone number for specific, residential names: i.e. "Sam. L. Taylor." d. Address of local Division of Motor Vehicles (DMV). e. Total number of car repair stores in town. f. Specific bus number and its route. *You can tailor the search to meet student's particular needs and help them compile a list of newly acquired information.



CHAPTER 4:

THE IDEA STOREHOUSE

The Idea Storehouse

An abundant storehouse of teaching ideas is the best preparation for the many variables you can encounter while tutoring ESL. Planning ahead and designating a clear learning objective is vital, but unexpected changes in enrollment or attendance may require you to switch gears last minute. For sessions like these, it is an excellent idea to have a variety of back-up activities from which to draw.

While some ESL learning activities are well suited for a multi-level group of students, others are better suited for more specific learning needs. Ideally, a learning activity should offer something for everybody. An activity that can be expanded to meet the needs of advanced students or adapted to the skills of beginning students is ideal.

Flexible lesson planning involves creating a framework rather than a concrete structure. This framework should take into account the needs of the particular student(s) as well as address necessary language concepts.

Teaching real-world survival often takes precedence in teaching ESL. The tutor must take time to discover their student's "hidden agendas" such as confusion about a sign or advertisement or a bill just received in the mail. The student(s) should be encouraged to make note of any questions they have between classes, and these questions should be addressed perhaps at the beginning of each session.

LESSON IDEAS & ACTIVITIES

SAMPLE LESSONS FOR ADDRESSING CULTURAL DIVERSITY:

THE FAMILY TREE

OBJECTIVE	Create an opportunity for tutor and student to become acquainted. Learn more about the student's background. Teach new vocabulary.
MATERIALS	Blank paper, markers, old magazines, photos, scissors.
TECHNIQUE	1. Instruct student to list vocabulary of family relationships. (Assist if necessary) 2. Diagram your own family tree, explaining as you draw: "This is Mary, my mother. This is Sam, my father. This is Betty, my sister." 3. Have student construct their own personalized family tree using pictures or drawings along with titles to illustrate their own family. 4. Find out how relationships are distinguished in the student's own language. How are their relationships described/defined compared to U.S. relationships?

HOLIDAYS & CELEBRATIONS

OBJECTIVE	To familiarize student and tutor with each other's culture as well as highlight cultural diversity in the classroom.
MATERIALS	Pencils, notebook paper, photos or magazine pictures pertinent to student's chosen holiday.
TECHNIQUE	1. Give student a few days to prepare a short presentation on a holiday celebration in their home country. Encourage student to bring maps, photos, postcards, or even food to communicate about the holiday. 2. Provide specific list of questions for the student to focus on in their explanation: When is the holiday? What do you celebrate? How many days do you celebrate this holiday? Are there parades? What type of food do you eat? Do people work during this holiday? Do you celebrate with family? Friends? Do you celebrate this holiday in the U.S.? 3. Review any new vocabulary (i.e. celebrate, parade).

SURVIVAL LESSONS:

EMPLOYMENT APPLICATION LESSON

OBJECTIVE	Learn what personal information the student(s) must have prepared when completing a job application. Learn the meaning of social security number; educational background; employment history; etc.
MATERIALS	A blank Application for Employment (see figure)
TECHNIQUE	1. Discuss the meanings of work, job, employment. 2. Read all the information requested on form out loud with the student. 3. Have student attempt to complete as much of the application as possible. 4. Answer any questions, help student correct any mistakes.

HOW TO CALL INFORMATION

OBJECTIVE	Learn the significance and purpose of dialing 411. Practice telephone dialogue.
MATERIALS	Sample dialogues for tutor and student, a telephone.
TECHNIQUE	1. Propose a situation where the student needs to find a specific telephone number, i.e., your student has to sign up for school but doesn't know the school's phone number or he/she wants to reach a friend but only knows their name. 2. Dial '411' on the telephone (with the receiver down). 3. Play the role of the operator in a written dialogue and allow student to play the role of the inquirer. Operator: Hello, Information, how may I help you? Caller: I need the phone number for Chester Community High School. Operator: Chester Community High School? Is that in Salt Lake City? Caller: Yes, it is in Salt Lake City. Operator: Hold one moment, please. Caller: Thank you. Operator: Okay, the phone number is 355-9000. 4. Review any new expressions or vocabulary. 5. Take turns playing different roles.

USING THE LOCAL NEWSPAPER

OBJECTIVE	Teach how to read, understand, and locate information in a newspaper.
MATERIALS	Local newspaper, colored markers.
TECHNIQUE	1. Begin with the front page of today's newspaper. Name each item listed in the index; help your student locate each one. Be sure to explain how you found each one, point to section names and page numbers. 2. Ask student to outline each article with a colored marker and if there is a 'jump', help student locate where article continues. 3. Using headlines of front page, have student find and circle certain letters, words, capital letters, numbers. 4. Ask student to circle each letter of the alphabet in order. 5. Locate Upcoming Events listings, Employment listings, and For Sale listings. Discuss contents and abbreviations. 6. Select a short article to read together. Ask student to answer Who? What? Where? When? Why?

THE DAILY NEWSPAPER
ESL PROGRAM TAKES OFF!
SMALLSVILLE, USA Today, five people joined a local literacy program to learn English. Conveniently, five tutors were recently trained and expressed great interest in working with these persons. The tutors and students will work in pairs in the local library. One tutor was particularly enthusiastic commenting the following: "I can't wait to meet my student and learn about her recent immigration to the US. I have a feeling she will teach me as much as I will teach her!" Call ESL-1000 for more information.

SPORTS

FOOD

TRANSPORTATION

CLOTHING

FURNITURE

CARS

RECREATION

LESSON IDEAS FOR EVERYONE

VOCABULARY BY DOMAIN

OBJECTIVES	To develop vocabulary in a specified domain.
MATERIALS	Flip chart or blackboard. This exercise can be used with a whole class or small group.
TECHNIQUES	1. Have the group select a topic to discuss, such as family, job, feelings, hobbies, television shows, plants, furniture, transportation, houses, customs, telephone calls, emergencies, relatives, money, shopping, movies, government, police, occupations, health, safety, time, weather, measurements, vegetables, meats, fruits, shopping, clothing, medical, emotions, anger, fear, happiness, actions, traveling, or sports. 2. Have the group suggest the words they know in the same domain. 3. Have them use the words in a sentence. 4. Discuss degrees of these words, or sequence, which ones are nouns, verbs, adjectives, adverbs, etc. 5. Make up sample sentences, poems, stories with these words.

PREPOSITION GAMES

OBJECTIVE	Learn prepositions such as: on; under; over; next to; on top of; inside of; outside of. Practice understanding and following commands.
MATERIALS	Beach ball
TECHNIQUE	1. Use a beach ball and ask the students to throw the ball to each other using a sentence such as "I am throwing the ball at Jim," "I am throwing the ball under Sue," "I am throwing the ball over Pedro." "I am putting the ball next to Maria." "I am putting the ball outside the room."

INTERVIEWS

Interviews are an excellent vehicle to elicit group interaction and conversation as well as utilize writing skills. Topics for possible interviews are virtually endless. They can be custom-designed for students possessing both limited and advanced proficiency.

They are an especially useful tool during the first few class meetings or tutoring sessions. An interview that asks personal questions can be excellent when students (as well as the teacher/tutor) are first getting to know each other.

CONVERSATION STARTERS

Graphic pictures, such as those you can find in LIFE and NATIONAL GEOGRAPHIC magazines provide a nice way to start a small-group discussion. Single pictures or magazines can be distributed to individual students or small groups. Students often have a lot to say about the stunning photographs, especially when they know something about the topic and can explain it to the group. The resulting discussions are immediate and relevant.

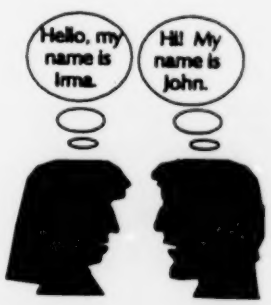
SIMON SEZ (DO AS I SAY)

The tutor or student plays the role of the leader. Simon gives all directions verbally while modeling them (TPR). Students are out of the game if they do not point or say the correct word. This works well to identify body parts, parts of machines, houses, cars, etc. and math, such as "Here are four fingers." Other examples include: "Let's take two steps forward." "Put on your coat," "Turn to your left," or "Turn off the light."

DIALOGUES

Dialogues and dialogue memorization provide good practice for pronunciation and promote fluency in the second language student. Dialogues can be prepared around specific topics like Banking or Shopping or they can be about biographical information. Dialogue memorization is one way for the beginner to gain fluency and a way for the new student and tutor to get acquainted. Read both parts of the dialogue and have student repeat. Ask student to read alone, then memorize. Tape record your best effort. Recite during next meeting. For other dialogue topics, draw on cultural information you have exchanged with your student.

Example: Hello, what's your name?
My name is Carlos. What's yours?
Felix. Do you live around here?
I live in the Garden Apartments.



OTHER ACTIVITIES

CUT & PASTE

Students make collages around a topic or domain, such as transportation, food, clothing, etc. Categorize these items. Introduce an item and ask the students to find any representative picture they can of that item, and then have them cut the items out and paste them on paper. Discuss the activity.

> *EXAMPLE: Ask the students to find all the chairs they can in pictures. When they have their collages completed, you can discuss easy chair, patio chair, deck chair, chaise lounge, stool, work stool, bar stool, stuffed chair, office chair, etc.*

PICTURE DICTIONARIES

Student pastes the pictures he has identified in a composition book and writes the name of the object beside the picture and a description of the object if possible. Encourage the student to also write the word in a few sentences in the Picture Dictionary as well. Pictures can be categorized or alphabetized in their dictionary as well.

VISUAL ARTS & CRAFTS/COOKING

On a piece of paper, show the various steps one goes through to make a certain product, such as popcorn or coffee. Have examples available at various stages of completion. Beside each example, write the instructions in very simple sentences. Those that can't read can follow the visual aids.

WHAT I LIKE

Using a blank piece of paper, ask each student to fold the paper in quarters. Ask the student to draw a picture of something they want to buy in the first quarter. In the second quarter, ask them to draw a picture of someplace they want to go. In the third quarter, ask them to draw a picture of something they have that they like, and in the fourth quarter, a picture of an animal they like. Give them plenty of time. Ask them to label each quarter if they can. They can then share their pictures and explain each of them. Ask for a volunteer to explain the pictures s/he drew. This can also be adapted to work oriented domains, such as tools; machines used; the largest machine; the noisiest machine; items made; etc. (A variation of this is to have the student complete the sentence, "I like..." for Food, clothing, movies, television, movie stars, desserts, sports, colors, cars, etc. and draw pictures for each).

A TEACHING APPROACH TO CONSIDER: LANGUAGE ACQUISITION

Acquiring a language is a gradual, stage-like process through which all aspects of the new language are internalized without conscious knowledge. The process of language acquisition for an E.S.L. adult is similar to the steps a child takes--unconsciously absorbing words and sounds before being able to produce speech. When a tutor and student discuss a topic without specific reference to grammar rules, the student is "acquiring" the language. Grammar rules are typically a consideration in teaching any language. In the case of beginning ESL, however, focusing on the language acquisition method (as described below) is highly recommended and preferred.

EVIE RENNER'S LANGUAGE ACQUISITION PRINCIPLES

- Language fluency is acquired more than learned.
- Comprehensible, genuine messages in a comfortable environment promote language acquisition.
- Language is acquired by understanding language that contains structures that are a bit beyond the student's current level.
- Speaking emerges on its own over time and can't be rushed.
- Early speech is usually grammatically inaccurate, but becomes increasingly more accurate with increased exposure to language over time.
- The ability to comprehend forms the basis for the ability to speak.
- Students need to use their newly acquired English skills in the environment outside the classroom.
- It's important to accept all attempts of communications by students.
- Listening comprehension skills are the most important indicator of a students progress, not their ability to produce speech.
- There is only a small percentage of language that may need conscious study.
- Language structure is acquired by understanding messages, not by learning form or structure of pronunciation.
- Instructors need to create a need for communication, and communicate the message without modifying speech significantly.
- Dictionaries, lists, and glossaries don't work well to address vocabulary.
- Vocabulary is best addressed with context-based interactive exercises.
- Check frequently for understanding
- Facilitate genuine task oriented communication, with interdependent dialogue.
- Contextualized language enhances language acquisition.
- Minimal stress enhances language acquisition.

Recommended Curriculum Competencies for Beginning ESL
(Utah State Office of Education, Adult Education Services)

Listening Competencies	Speaking	Community Orientation
1. Question Words 2. Yes/No Questions 3. Questions of Identification and Origin 4. Requests for Clarification 5. Directions to an Outside Location 6. Directions Inside a Building 7. Simple Requests 8. Simple Commands 9. Understanding & Identifying numbers, coins, family, classroom objects	1. Answer Simple Questions 2. Questions of Time 3. Questions of Location 4. Common Question Words: Who, What, Where, When? 5. Yes/No Questions 6. Expressing Need for Help 7. Expressing Need for a place to live 8. Expressing Need for Food 9. Expressing Needs Relating to Clothing 10.Request for Assistance 11.Request service in an eating establishment 12.Request ESL class info 13.Request Post Office service 14.Understanding vocab. words 15.Using present tense and forming sentences 16.Reading schedules 17.Expressing feelings of comfort/discomfort 18.Using past tense in simple questions: What did...Where did 19.Requesting personal services, i.e. haircut, sale items... 20.Requesting Repair Services 21.Forming simple sentences and questions in the future tense 22.Coping with Emergencies 23.Coping with Legal Authorities 24.Improving Pronunciation	1. Greetings & Introductions 2. Time Concepts 3. Money 4. Identifying Food, Food Stores, Terms, etc. 5. Anatomy, Hygiene, and Health Care 6. Emergencies 7. Clothing 8. Housing 9. Transportation 10.Employment 11.Community Services

CHAPTER 5:

GLOSSARY, RESOURCES, & BIBLIOGRAPHY

DEFINITIONS OF RELATIVE TERMS

STUDENT-RELATED TERMS:

Immigrant: A person who comes to a country to take up permanent residence.

Refugee: A person who flees a country or power to escape danger or persecution.

1-94 Card: Identification card all refugees must possess containing full name; place of birth; birthdate; date of entry into the U.S.A.; address of sponsoring agency; and alien registration number.

Personal Employment Plan: **(PEP)** All refugees are issued a PEP containing information on number of years in school in native country; former job(s); vocational goals; number of people in family; date of entry into the U.S.A.; and date of entry into the state.

Resident Alien Identification: **(Green Card)** Identification card allowing possessor to be eligible for employment in the U.S.A. A Green Card is not interchangeable with a Social Security Card and vice versa.

Voluntary Agency: **(VOLAG)** All refugees must be sponsored by a Voluntary Agency. The VOLAG screens refugees; arranges their emigration and settlement funds; and designates an individual sponsor to provide initial housing, health, and legal arrangements.

happen anywhere and is a direct comprehension of living language. Language Acquisition is communication-based; content oriented; and internalized unconsciously.

(4) General Learning Styles:

Auditory: Learners retain information best by hearing it. They remember spoken instructions and lessons. Lessons should include oral participation; repetition exercises; and use of tape cassettes.

Visual: Learners retain information best by seeing what is being taught--hearing is not enough. Lessons should include pictures, films, real objects.

Kinetic/Tactile: Learners retain information best by being physically involved in the process. Touching, writing, smelling, role-playing, moving, are all useful in instruction.

Eclectic: Learners prefer to learn through all of the above methods. A combination of styles within a lesson is most effective.

INSTRUCTION-RELATED TERMS:

Nonliterate: Learners who do not have literacy skills in their native language but who speak a language for which there is a written form.

Preliterate: Learners who come from sociocultural groups without traditionally written languages.

Semiliterate: Learners who have 3 to 4 years of formal schooling but have minimal literacy skills in a language. They have initial knowledge of a writing system including names of the letters and can recognize some common (written) words. They can write their name and address.

Literate in a Non-Roman alphabet or other or other writing system: Learners who are literate in their native language but have to learn a new writing system (i.e. Chinese, Hebrew, Arabic).

Total Physical Response: **(TPR)** Teaching method that asks the student show comprehension by responding to a command with an action.

Learning Experience Approach: **(LEA)** for reading. Teaching method that emphasizes story-writing based on learners experiences. The learner's exact words become his/her first reading material establishing connection between meaning and the written word.

Language Learning Vs. Language Acquisition: **Language Learning** typically happens in a classroom and involves teaching rules about language; memorization; emphasizes form and the presentation of "correct language." **Acquisition** of language can

ESL RELATED ACRONYMS (That May Be of Future Use)

ABE	Adult Basic Education
ADA	American Disabilities Act
AHS	Adult High School
ATC	Applied Technology Center
CAP	Community Action Program
CASAS	Comprehensive Adult Student Assessment System
ESL	English as a Second Language
ESLO	English as a Second Language Oral Assessment
ESOL	English Speakers of Other Languages
GED	General High School Equivalency Diploma
IRCA	Immigration Reform and Control Act
JPTA	Job Training Partnership Act
LEP	Limited English Proficiency
LDA	Learning Disabilities Association
LVA	Literacy Volunteers of America
NCLE	National Clearinghouse of Literacy Education
PIC	Private Industry Council
RSVP	Retired Senior Volunteer Program
SLIAG	State Legalization Impact Assistance Grant
TESOL	Teachers of English to Speakers of Other Languages
VESL	Vocational English as a Second Language
VISTA	Volunteers in Service to America--ACTION Federal Program

RECOMMENDED INSTRUCTIONAL RESOURCES

A to EZ Handbook for Bilingual Teachers Staff Development Guide. MacMillan/McGraw Publishing, Co.

Appleson, Marilyn. HELP: Handbook for English Language Paraprofessionals. Curriculum Publications Clearinghouse. Western Illinois University, Macomb, IL.

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Silliman, Anna, Ed. Hands-on English. Bi-monthly Newsletter with "practical, useful ideas that you can apply to your teaching." Write to: Hands-on English, P.O. Box 589, Dewitt, N.Y. 13214.

Tacoma Community House Training Project. Tutoring ESL: A Handbook for Volunteers. Washington State Dept. of Social and Health Services, Division of Refugee Assistance. Tacoma, WA. 1991.

CULTURAL RESOURCES

Selye, H.N. Teaching Culture: Strategies for Intercultural Communication. Nat'l Textbook Co., 1988.

Tiedt, P.L. & Tiedt, I.M. Multicultural Teaching: A Handbook of Activities, Information and Resources. Allyn and Bacon. Boston.

PUBLISHERS OF ESL CURRICULA & TEACHING MATERIALS

Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94949-6191
#(800) 442-7249
Outside CA #(415) 883-3314

Active Learning Corporation
P.O. Box 254
New Paltz, NY 12561
#(914) 255-0844

Addison-Wesley Publishing Co., Inc.
2725 Sand Hill Road
Menlo Park, CA 94025
#(415) 854-0300

Amsco School Publications, Inc.
315 Hudson Street
New York, NY 10013
#(212) 657-7000

Bilingual Education Services, Inc.
2514 South Grand Ave.
Los Angeles, CA 90007
#(213) 749-6213

Book Lab
P.O. Box 7316
500 74th Street
North Bergen, NJ 17047-1016
#(800) 654-4081

Chaselle, Inc.
9645 Gerwig Lane
Columbia, MD 21046-1598
#(301) 381-9611

Clarice Kittleson
8600 Sherley Ave.
Vancouver, WA 98664
#(206) 694-6283
Comex Systems

Contemporary Books
180 North Michigan Avenue
Chicago, IL 54963
#(800) 933-1933

Curriculum Associates
5 Esquire Road
North Billerica, MA 01862-2589
#(800) 225-0248

Delta Systems, Co., Inc.
570 Rock Road Drive
Dundee, IL 60118-9922
#(800) 323-8270
(213) 534-2250

DLM
A Division of DLM, Inc.
P.O. Box 4000
One DLM Park
Allen, TX 75002
#(800) 527-4747

Dominie Press, Inc.
5945 Pacific Center Blvd., Suite 505
San Diego, CA 92121
#9800) 232-4570

Durkin Hayes Publishing LTD
Audio Language Studies
One Columbia Drive
Niagara Falls, NY 14305
#(800) 962-5200

Easy Aides, Inc.
9402 Compton Blvd.
Bellflower, CA 90706-3009

Educational Activities Inc.
1937 Grand Ave.
Baldwin, NY 11510
#(800) 645-3739

Gessler Publishers Co., Inc.
55 West 13th Street
New York, NY 10011
#(212) 627-0099

Heinle & Heinle
20 Park Plaza
Boston, MA 02116
#(800) 237-0053

Houghton, Mifflin
One Beacon Street
Boston, MA 02108
#(617) 725-5000
(800) 225-1464

International Linguistics Corp.
3505 East Red Bridge
Kansas City, MO 64137
#(800) 237-1830

Janson-Pexco Games
Janson Associates, Ltd.
7427 Rebecca Dr.
Alexandria, VA 22307-1845
#(703) 768-6592

Jostens Learning Corp.
6170 Cornerstone Court East
San Diego, CA 92121-3710
#(800) 548-8372

Lakeshore Learning Materials
2695 East Dominquez Street
P.O. Box 6261
Carson, CA 90749
#(800) 421-5354

Lectorum Publications, Inc.
137 West 14th Street
New York, NY 10011
#(212) 929-2833

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
#(315) 445-8000

Longman Publishing Group
10 Bank Street
White Plains, NY 10606
#(800) 862-7778

Maxwell Macmillan International Publishing Group - Export
28100 U.S. HWY 19 North, Suite 200
Clearwater, FL 34021

New Readers Press
A Division of Laubach Literacy International
Department 2, Box 888
Syracuse, NY 13210
#(800) 448-8878

Oxford University
ESL Dept., 24th Floor
200 Madison Ave.
New York, NY 10016
#(800) 524-2442

Pendergrass Publishing Company
P.O. Box 66
Phoenix, NY 13135
#(315) 695-7261

Pro-Lingua Associates
15 Elm Street
Brattleboro, VT 05301
#(800) 366-4775
Random House

Scott, Foresman and Company
Lifelong Learning Books
1900 East Lake Ave.
Glenview, IL 60025
#(800) 628-4480

PUBLISHERS OF ESL NEWSLETTERS & MAGAZINES

A.L.L. Points Bulletin
U.S. Department of Education
Division of Adult Education and Literacy
Joyce Ryan - Editor
400 Maryland Ave., S.W.
Washington, D.C. 20202-7240
#(202) 205-8959

*Bi-monthly newsletter. Subscriptions are free of charge.

Directions in Adult Education
Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
#(800) 531-5015

*Quarterly newsletter. Subscriptions are free of charge.

Education Update
AFL-CIO Department of Education
815 16th Street, N.W.
Washington, D.C. 20006

*Subscriptions are free of charge.

ERIC/CLL New Bulletin
ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1118 22nd St, N.W.
Washington, D.C. 20037
#(202) 429-9292

*Subscriptions are free of charge.

ERIC Review
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
ACCESS ERIC
1600 Research Blvd.
Rockville, MD 20850-3238
#(800) USE-ERIC

*Published three times a year. Subscriptions are free of charge.

ESL Notes
Division of Adult Education and Literacy
U.S. Department of Education
Joyce Campbell - Editor
400 Maryland Ave., S.W.
Washington, D.C. 20202-7240
#(202) 205-5412

*Published four times a year. Subscriptions are free of charge.

FORUM
National Clearinghouse for Bilingual Education
1118 22nd St., N.W.
Washington, D.C. 20037
#(800) 321-NCBE

*Published bi-monthly. Subscriptions are free of charge.

Hands-On English
P.O. Box 589
Dewitt, NY 13214
#(315) 445-0785

*Published six times a year. $16 for regular subscribers; $10 for volunteers or teacher's aides; $22 for libraries or institutions.

ILSS Newsletter
International Literacy Support Services
International Council for Adult Education
720 Bathurst St., Suite 500
Toronto, Ontario
Canada M5S 2R4
#(416) 588-1211

*Subscriptions are free of charge.

Literacy Advance
Laubach Literacy Action
Box 131
Syracuse, NY 13210

*Subscription is free to LLA members; $5.00 annual membership fee.

Literacy News
National Institute for Literacy
800 Connecticut Ave., N.W.
Washington, D.C. 20202-1500
#(202) 632-1500

Passport to Legal Understanding
American Bar Association
Commission on Public Understanding about Law
Cynthia Canary - Editor
750 N. Lake Shore Drive
Chicago, IL 60611

*Information on programs and developments relating public education and the law. Published twice a year. Subscriptions are free of charge.

The Reader
Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
Syracuse, NY 13214
#(315) 445-8000

*Published quarterly. Subscriptions are free of charge.

SER America
SER - Jobs for Progress National, Inc.
1355 River Bend Drive, Suite 240
Dallas, TX 75247

*Focuses on employment, family literacy, and ESL. Published quarterly. Subscriptions are free of charge.

LITERACY & ADULT EDUCATION RESOURCE CENTERS

California Adult Student Assessment System (CASAS)
2725 Congress Street, Suite 1-M
San Diego, CA 92110
#(619) 298-4681

Center for Applied Linguistics (CAL)
Office of Communication & Publications
1118 22nd Street, NW
Washington, DC 20037
#(202) 429-9292

Center for Language Education and Research (CLEAR)
University of California--Los Angeles
1100 Glendon Ave., Suite 1740
Los Angeles, CA 90024
#(213) 206-1486

Clearinghouse on Adult Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5515
#(202) 732-2396

Community and Continuing Education Information Services (CCEIS)
The New York State Education Department
Room 330 E-B
Albany, NY 12234
#(518) 474-3636

Department of Education
Refugee Materials Center
324 East 11th Street, 9th Floor
Kansas City, MO 64106

Dissemination Network for Adult Educators (DNAE)
1575 Old Bayshore Highway
Burlingame, CA 94010
#(415) 672-3498

Educational Resources Information Center (ERIC)
1118 22nd Street, NW
Washington, DC 20037
#(800) USE-ERIC
(202) 429-4551

Illinois ESL Adult Education Center
Northwest Education Cooperative
1855 Mount Prospect Road
Des Plaines, IL 60018
#(708) 803-3535

The National Clearinghouse for Bilingual Education
8737 Colesville Road, Suite 900
Silver Spring, Maryland 20910
#(301) 588-6898
(800) 588-6457

National Clearinghouse for Bilingual Education
11501 Georgia Avenue
Wheaton, MA 20901
#(800) 647-0123
(301) 933-9448

TESOL (Teachers of English to Students of Other Languages)
1600 Cameron Street, Suite 300
Alexandria, VA 22314
#(703) 836-0774

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Scott W. Bean
State Superintendent of Public Instruction

Utah State Office of Education
250 East Fifth South
Salt Lake City, Utah 84111

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